



Education and Culture DG

Lifelong Learning Programme

**Application Form**

Call: 2011

Partnerships

Form version: 2.8 / Adobe Reader version: 10.001

**A. GENERAL INFORMATION**

Before completing this application form, please read the relevant sections in the 2011 Call for Proposals published by the European Commission and by your National Agency and the Lifelong Learning Programme Guide for 2011 which contain additional information e.g. the specific priorities for that year. Links to these documents and further information can be found on the Lifelong Learning Programme website:

[http://ec.europa.eu/education/llp/doc848\\_en.htm](http://ec.europa.eu/education/llp/doc848_en.htm)


and on your National Agency website, whose address is available upon selecting the National Agency in section C.

In accordance with standard European Commission practice, the information provided in your application form may be used by the Commission to evaluate the Lifelong Learning Programme. The relevant data protection regulations will be respected.

**B. SUBMISSION****B.1. CONTEXT**

Programme	LIFELONG LEARNING PROGRAMME
Sub-programme	GRUNDTVIG
Action type	PARTNERSHIPS
Action	GRUNDTVIG Learning Partnerships
Deadline	21-02-2011
Working language of the partnership	EN - English

**B.2. PROJECT IDENTIFIERS**

Project title	Social Networks for Adult Training in Sustainable Tourism
Project acronym	SONETT
Form hash code	 B2792FA85A410717

**B.3. NATIONAL AGENCIES**

The information about the National Agencies will appear in this section once they are selected in section C.

**B.3.1. NATIONAL AGENCY OF PARTNER 1**

Identification	ES1 LLP (OAPEE)
Postal address	Organismo Autónomo Programas Educativos Europeos Paseo del Prado, 28 1ª planta 28014 Madrid
Email address	informatica@oapee.es
Helpdesk	informatica@oapee.es
Website	<a href="http://www.oapee.es">http://www.oapee.es</a>

Form hash code B2792FA85A410717

This form has been submitted online on: 2011-02-18 10:52:29. Submission ID: 257450.

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### B.3.2. NATIONAL AGENCY OF PARTNER 2

Identification	IT2 LLP-Com-Era-Gru-SV (AS ex INDIRE)
Postal address	Agenzia Nazionale LLP Italia Via Magliabechi, 1 50122 – FIRENZE
Email address	partenariatigrundtvig@indire.it
Helpdesk	partenariatigrundtvig@indire.it
Website	<a href="http://www.programmallp.it/grundtvig">http://www.programmallp.it/grundtvig</a>

### B.3.3. NATIONAL AGENCY OF PARTNER 3

Identification	BE3 LLP (EPOS)
Postal address	EPOS vzw Koning Albert II-Laan 15 / 7C 1210 BRUSSEL
Email address	grundtvig@epos-vlaanderen.be
Helpdesk	frederik.vancrombrugge@epos-vlaanderen.be
Website	<a href="http://www.epos-vlaanderen.be">www.epos-vlaanderen.be</a>

### B.3.4. NATIONAL AGENCY OF PARTNER 4

Identification	GR1 LLP (IKY)
Postal address	Makri 1 & Dionysiou Areopagitou, 11742, Athens Greece
Email address	llpeforms@iky.gr
Helpdesk	llpeforms@iky.gr
Website	<a href="http://www.iky.gr">www.iky.gr</a>

### B.3.5. NATIONAL AGENCY OF PARTNER 5

Identification	TR1 LLP (CEUEYP)
Postal address	AB Egitim ve Genclik Programlari Merkezi Baskanligi, Grundtvig Program Koordinatörlüğü, MEVLANA BULVARI NO:181 TR 06520 BALGAT/ANKARA
Email address	llpgrundtvig@ua.gov.tr
Helpdesk	yardim@ua.gov.tr
Website	<a href="http://www.ua.gov.tr">www.ua.gov.tr</a>



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### B.3.6. NATIONAL AGENCY OF PARTNER 6

Identification

IE1 LLP-Com-Leo-Gru-SV (LEARGAS)

Postal address

Education Services, Léargas, 189, Parnell Street, Dublin 1, Ireland.

Email address

grundtvigpartnerships@leargas.ie

Helpdesk

grundtvigpartnerships@leargas.ie

Website

www.leargas.ie/grundtvig



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### C. APPLICANT ORGANISATIONS

#### C.1. COORDINATOR (CO)

Partner nr

1

##### C.1.1. ORGANISATION

National Agency identification

ES1 LLP (OAPPE)

Organisation full legal name (national language)

Región de Murcia Turística, S.A.

Organisation full legal name (latin characters)

Región de Murcia Turística, S.A.

National id (if applicable)

A-30348130

Type of organisation

Public authority (regional) (PUB-REG)

Commercial orientation

Not for Profit (NP)

Scope

regional (R)

Legal status

public (PB)

Economic sector

P85 - Education

Size (staff)

staff 21 to 50

Size (learners/trainees)

2.001 to 5.000

Legal address

Av. Juana Jugán núm. 2 (Edificio CCT)

Postal code

30006

City

Murcia

Country

ES - SPAIN

Region

ES62 - Región de Murcia

Telephone 1

+34968357761

Telephone 2

+34968357752

Fax

+34968357759

Email

marta.ceballos@carm.es

Website

www.cctmurcia.es

Form hash code B2792FA85A410717

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### C.1.2. CONTACT PERSON OF PARTNER NO. 1

Title	Mrs
First name	Marta
Family name	Ceballos Rus
Department	Marketing and External Relations
Position	Chief
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	
Telephone 2	
Mobile	
Fax	
Email	marta.cebillos@carm.es



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### C.1.3. LEGAL REPRESENTATIVE OF PARTNER NO. 1

Title	Mr
First name	Jesús Norberto
Family name	Galindo Sánchez
Organisation	Región de Murcia Turística, S.A.
Department	Center of Tourism Qualification
Position	General Manager
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	
Telephone 2	
Fax	
Email	marta.cebillos@carm.es



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### C.1.4. DESCRIPTION OF PARTNER NO. 1

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

Región de Murcia Turística S.A. is a public company attached to the Regional Ministry of Culture and Tourism of the Region of Murcia, devoted to the promotion, management and development of the Tourism Industry in the Region of Murcia, by means of the implementation, among others, of the following actions: "organizing special training courses and qualifications in tourism and management of centers and facilities for their development", which it is done through the Center of Tourism Qualification of Murcia City (CCT), owned establishment devoted to continuous training in the tourism industry for adults and professionals, as well as helping the Region of Murcia to be an exponent of competitiveness in the tourism and hospitality industry in Spain.

The CCT has 2,000 m2 of modern facilities, for theoretical and practical training, e-learning and teaching of languages. It provides training of more than 4,000 students yearly in vocational, non formal and informal training in the areas of Tourism, Hospitality and Languages. The Centre acts as the connector between the demands and training needs in the hospitality and tourism industry in the region of Murcia helping to match supply with demand for training, improvements and cooperation at the institutional level for developing training pathways and recognition of professional qualifications in tourism and hospitality industry.

CCT target group is adults, both active workers and unemployed, although some profiles are predominant and more sensitive to labour exclusion, so they must be addressed with methods specially targeted to their needs: in one hand, consists of young lowskilled people that left studies and migrants that started working in the hospitality industry, they have not completed their basic training, without digital skills necessary for active participation in the knowledge society, serious risk of long duration unemployment and social exclusion; on the other hand, tourism workers with basic education and professional skills acquired in the workplace; unemployed from other sectors and lack of experience, adults who have left learning in relevant major cross-cutting themes such as ICT and languages, that are especially relevant for the tourism sector. With this Grundtvig partnership, CCT aims to learn more about the way to integrate ICT competencies in the learning process of adults for the Tourism Sector, as well as contributing to the mobility of adult learners to other European training contexts.

### C.1.5. PREVIOUS PROJECTS OF PARTNER NO. 1

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

Yes

If yes, please indicate activities funded in the last five years

Start year	Type of action	Agreement number	Title of the project
2010	Mobility	ES/10/LLP-LdV/ PLM/150043	Inspired by Nordic Vocational Education and Training in the field of tourism and services

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Is the organisation's involvement in this partnership application the result of:

Other (OTH)

Other - Please state the source

We have experience in Mobility, but not yet in the Partnership. We attended a Grundtvig seminar held in Murcia and we decided to organise the partnership.



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### C.2. PARTNER (PA)

Partner nr

2

#### C.2.1. ORGANISATION

National Agency identification

IT2 LLP-Com-Era-Gru-SV (AS ex INDIRE)

Organisation full legal name (national language)

COMUNE DI SANTA SEVERINA

Organisation full legal name (latin characters)

MUNICIPALITY OF SANTA SEVERINA

National id (if applicable)

-

Type of organisation

Public authority (local) (PUB-LOC)

Commercial orientation

Not for Profit (NP)

Scope

local (L)

Legal status

public (PB)

Economic sector

P85 - Education

Size (staff)

staff 1 to 20

Size (learners/trainees)

51 to 250

Legal address

PIAZZA CAMPO, 21

Postal code

88832

City

SANTA SEVERINA

Country

IT - ITALY

Region

ITF6 - Calabria

Telephone 1

0039.0962.51062

Telephone 2

Fax

0039.0962.555921

Email

ocmcap@tin.it

Website

www.santaseverina.kr.it





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### C.2.2. CONTACT PERSON OF PARTNER NO. 2

Title	Mr
First name	Francesco
Family name	Caputo
Department	-
Position	General Secretary
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	0039.0962.51062
Telephone 2	-
Mobile	-
Fax	0039.0962.555921
Email	ocmcap@tin.it



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### C.2.3. LEGAL REPRESENTATIVE OF PARTNER NO. 2

Title	Mr
First name	Diodato
Family name	Scalfaro
Organisation	COMUNE DI SANTA SEVERINA
Department	
Position	Mayor
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	0039.0962.51062
Telephone 2	-
Fax	0039.0962.555921
Email	sindaco@comune.santaseverina.kr.it



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### C.2.4. DESCRIPTION OF PARTNER NO. 2

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

The Municipality of Santa Severina belongs to the province of Crotone (Calabria Region) in South of Italy. As other cities and villages in Calabria, the unemployment and the low qualification of adult learners is pushing young people to move. As a consequence, the number of inhabitants is decreasing yearly and the percentage of older people is predominant. In 2010 the municipality of Santa Severina had a population of 2.226 inhabitants according to the results of the Italian National Institute of Statistics which means that in about 20 years the population decreased of more than 10%. In this sense, the Municipality of Santa Severina is taking actions in order to create new learning opportunities for people in the Municipality, especially focused to group of + 55 years and unqualified young adults. To manage the challenge and give the best support to the individual the Municipality would like to join a learning partnership in order to benefit of others' experience and to open the territory to the intercultural dimension. At present, a set of activities for adult education are being organised, providing several support functions for lifelong Learning. Our mission is to work for:

- More young people get a foothold in the labour market or acquire education
- The most excluded from the labour market get support and help to reach the personal development.
- Promoting vocational, non formal and informal training courses which are linked to the local growth program, such as the promotion of Tourism Activities and the sustainable development.
- Introducing ICT in the learning process of adult learners.
- Supporting the study of foreign languages, through the start up in year 2003 of the Academy of European and Oriental Languages "LALEO" ([www.laleo.it](http://www.laleo.it)), supported by the University of Calabria.

### C.2.5. PREVIOUS PROJECTS OF PARTNER NO. 2

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

Yes

If yes, please indicate activities funded in the last five years

Start year	Type of action	Agreement number	Title of the project
2008	Grundtvig Learning Partnership	2008-1-CY1-GRU06-00009 4	RESPID - Retirement: a Sense of Purpose through Intercultural Dialogue

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Is the organisation's involvement in this partnership application the result of:

Other (OTH)

Other - Please state the source

Invitation from the Spanish partner

### C.2.6. COORDINATION TAKE OVER OF PARTNER NO. 2

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure? Replacement coordinators will, if needed, be taken in the order in which they appear in this form.

Yes



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### C.3. PARTNER (PA)

Partner nr

3

#### C.3.1. ORGANISATION

National Agency identification

BE3 LLP (EPOS)

Organisation full legal name (national language)

LET'S LEARN IT

Organisation full legal name (latin characters)

LET'S LEARN IT

National id (if applicable)

Type of organisation

Non profit / Non governmental organisation (NFP-NGO)

Commercial orientation

Not for Profit (NP)

Scope

european (E)

Legal status

private (PR)

Economic sector

P85.59 - Other education n.e.c.

Size (staff)

staff 1 to 20

Size (learners/trainees)

51 to 250

Legal address

Rijselstraat 16/0101

Postal code

8200

City

Sint-Michiels, Brugge

Country

BE - BELGIUM

Region

BE25 - Prov. West-Vlaanderen

Telephone 1

+32 485 600 602

Telephone 2

+32 470 973 358

Fax

Email

info@letslearnit.org

Website

http://www.letslearnit.org



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### C.3.2. CONTACT PERSON OF PARTNER NO. 3

Title	Mr
First name	Bart
Family name	Bonamie
Department	
Position	Chairman
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+90 539 355 00 57
Telephone 2	+32 470 973 358
Mobile	
Fax	
Email	info@letslearnit.org



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### C.3.3. LEGAL REPRESENTATIVE OF PARTNER NO. 3

Title	Mr
First name	Geert
Family name	Bonamie
Organisation	LET'S LEARN IT
Department	
Position	Vice-Chairman
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+32 485 600 602
Telephone 2	
Fax	
Email	info@letslearnit.org



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### C.3.4. DESCRIPTION OF PARTNER NO. 3

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

Let's Learn IT is a young non-profit organization that is mainly occupied with IT & education. Through research on academic level, its tutors combine a thorough theoretical knowledge with plenty of hands-on experience, which results in a valuable learning experience. Let's Learn IT has devoted itself to the promotion of ICT in society in general and education in particular. Its overarching mission is to empower people to become skilled and confident citizens, at ease with ICT. The organization has three main objectives:

- to offer a wide range of accessible and free tutorials (available in text or flash video via the website);
- to spread the knowledge & expertise through workshops that are typically rather learner- than teacher-centred;
- to empower teachers and people involved in education with digital skills necessary to work in educational settings, or to improve educational activities.

Role in the project: specializing in ICT and education, we will be able to contribute in a very meaningful way providing digital skills to teachers and learners as one of the pillars of the project, we can train our project partners to become more familiar with the skills required to create improved learning materials that will appeal to young & IT-savvy students, and support them in case they run into practical problems. We will create the project (social) website, with functionality for blogs, wikis, discussion forums, tutorial videos, etc., and train the project partners in the use of these tools and services. The organisation collaborates with several School of Tourism and so will be able to bring in field experience, and try out project ideas in an academic setting. Let's Learn IT has a lot of experience in organizing Comenius and Grundtvig courses, and we are already looking forward to organizing a new spin-off course for other teachers in Europe. We can also organize all kinds of courses, workshops, seminars, or a project conference in Bruges. Via our network, we will assist with the dissemination of results and products.

### C.3.5. PREVIOUS PROJECTS OF PARTNER NO. 3

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

Yes

If yes, please indicate activities funded in the last five years

Start year	Type of action	Agreement number	Title of the project
2009	Grundtvig	09-1-BE3-GRU13-01100	Web 2.0, multimedia & presentation skills: empowering IT competences for today's job market
2009	Comenius/Grundtvig	BE-2009-116-003	Moodle at School: Installing & Deploying a Course Management System for Language Teachers
2010	Comenius/Grundtvig	BE-2010-128-003	Moodle at School: Efficient Use of a Course Management System
2010	Comenius/Grundtvig	BE-2010-130-003	Tools for teachers: New Media & Web 2.0 Applications
2010	Comenius/Grundtvig	BE-2010-131-003	Training for the Future - Improving Education with Blogs & Wikis

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Is the organisation's involvement in this partnership application the result of:

Other (OTH)

Other - Please state the source

We haven't been financed for Partnerships, but Comenius and Grundtvig courses we have been offering since 2009, and this is how we came in contact with the coordinator partner and she invited us to join the project.

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### C.3.6. COORDINATION TAKE OVER OF PARTNER NO. 3

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure? Replacement coordinators will, if needed, be taken in the order in which they appear in this form.

Yes





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### C.4. PARTNER (PA)

Partner nr

4

#### C.4.1. ORGANISATION

National Agency identification

GR1 LLP (IKY)

Organisation full legal name (national language)

Technological Educational Institute of Patras

Organisation full legal name (latin characters)

Technological Educational Institute of Patras

National id (if applicable)

Type of organisation

University or higher education institution (tertiary level) (EDU-UNIV)

Commercial orientation

Not for Profit (NP)

Scope

regional (R)

Legal status

public (PB)

Economic sector

P85.42 - Tertiary education

Size (staff)

staff 501 to 2.000

Size (learners/trainees)

more than 5.000

Legal address

1 M.Alexandrou str , Koukouli, GR26334

Postal code

GR26334

City

Patras

Country

EL - GREECE

Region

GR23 - Dytiki Ellada

Telephone 1

0030 2610 369 364

Telephone 2

0030 2610 369 386

Fax

0030 2610 313770

Email

dousbi@teipat.gr

Website

<http://www.teipat.gr>



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### C.4.2. CONTACT PERSON OF PARTNER NO. 4

Title	Ms
First name	Vassiliki
Family name	Dousbi
Department	Foreign Languages and Physical Education
Position	Director, Ass. Professor
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	0030 2610 369364
Telephone 2	0030 2610 369386
Mobile	0030-6947431309
Fax	0030 2610 369178
Email	dousbi@teipat.gr



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### C.4.3. LEGAL REPRESENTATIVE OF PARTNER NO. 4

Title	Prof. Dr
First name	Socrates
Family name	Kaplanis
Organisation	Technological Educational Institute of Patras
Department	-
Position	President
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	0030 2610 325102
Telephone 2	+30 2610 369104
Fax	0030 2610 313770
Email	kaplanis@teipat.gr



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### C.4.4. DESCRIPTION OF PARTNER NO. 4

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

The Technological Educational Institute of Patra was first established in 1970 as a Centre of Professional Technological Education (K.A.T.E.). Since 1983, all the Technological Educational Institutions were established as part of the Higher education system. The T.E.I.s are legal entities and are subject to federal law and under the supervision of the Ministry of Education and Religious Affairs. Besides tertiary education, the T.E.I. of Patra develops an intensive work in other Lifelong Learning Programmes funded by the EC, it has collaborated also in Comenius and Grundtvig projects, especially introducing contemporary sciences, new ways of teaching and learning into secondary schools and also Grundtvig multilateral projects.

Tourism is the most dynamic sector of the Greek economy, and consequently, TEI of Patras through the Department of Tourism Management aims at providing qualified personnel for Touristic business capable of being employed immediately by Greek and International tourism / travelling industry. Its targets are:

- To educate constantly its students in tourist issues to achieve a substantial offer level in promoting the tourist industry in our country.

- To offer scientific and organizational advice to the tourist corporations and to present new data, processes, promotion ways, etc.

- To handle programs of tourist objective applications to the Greek tourist corporations. The curriculum comprises theoretical and applied lessons providing education with a realistic orientation. Its main advantage is the contemporary laboratories of applied practice since it possesses cuisines, restaurants, a bar, reception and room service laboratory but new technologies laboratories as well (Galileo, Hermes and awaiting Fidelio).

The Department of Tourism Management of T.E.I., takes part in this project in order to exchange experiences in developing new approaches and methodologies through IT tools and collaborative learning, for Adult education in tourism and languages with other Universities and non-formal education organisations dealing with adults, to improve access to their continuous education in the tourism industry, because being one of the most dynamic economical activity in the region. In this sense, it will work closely in both areas with the 2 working groups: tourism (together with partners 1 and 5) and English language (together with partners 2 and 6).

### C.4.5. PREVIOUS PROJECTS OF PARTNER NO. 4

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

No

Is the organisation's involvement in this partnership application the result of:

Other (OTH)

Other - Please state the source

Invitation of the Spanish partner

### C.4.6. COORDINATION TAKE OVER OF PARTNER NO. 4

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure? Replacement coordinators will, if needed, be taken in the order in which they appear in this form.

Yes



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### C.5. PARTNER (PA)

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5

#### C.5.1. ORGANISATION

National Agency identification

TR1 LLP (CEUEYP)

Organisation full legal name (national language)

Çanakkale Onsekiz Mart Üniversitesi

Organisation full legal name (latin characters)

Çanakkale Onsekiz Mart Üniversitesi

National id (if applicable)

Type of organisation

University or higher education institution (tertiary level) (EDU-UNIV)

Commercial orientation

Not for Profit (NP)

Scope

european (E)

Legal status

public (PB)

Economic sector

P85.42 - Tertiary education

Size (staff)

staff 2.001 to 5.000

Size (learners/trainees)

more than 5.000

Legal address

Turizm İşletmeciliği ve Otelcilik Yüksekokulu, Terzioğlu Yerleşkesi

Postal code

17100

City

Çanakkale

Country

TR - TURKEY

Region

TR2 - BATI MARMARA

Telephone 1

+90 286 218 00 18

Telephone 2

Fax

Email

turotel@comu.edu.tr

Website

<http://turizm.comu.edu.tr/site/>



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### C.5.2. CONTACT PERSON OF PARTNER NO. 5

Title	Dr.
First name	S. Haluk
Family name	Erdem
Department	Accommodation Management
Position	Ass. Prof.
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+90 286 218 00 18 ext. 2490
Telephone 2	
Mobile	
Fax	
Email	herdem@comu.edu.tr



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### C.5.3. LEGAL REPRESENTATIVE OF PARTNER NO. 5

Title	Prof. dr.
First name	Ali
Family name	Akdemir
Organisation	Çanakkale Onsekiz Mart Üniversitesi
Department	Faculty of Economics & Administrative Sciences
Position	Rector
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+90 286 218 06 10
Telephone 2	+90 286 218 06 07
Fax	+90 286 218 06 06
Email	aliakdemir@comu.edu.tr



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### C.5.4. DESCRIPTION OF PARTNER NO. 5

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

Çanakkale Onsekiz Mart University's School of Tourism and Hotel Management has been offering undergraduate and graduate programmes in Tourism Management since 1993-1994, and in both Travel Management and Accommodation Management since 2002-2003. Each year, over 400 students from all over Turkey choose Ç.O.M.Ü. for its reputation, wonderful location, and impressive faculty. The School offers Bachelor of Science in Accommodation Management, Bachelor of Science in Travel Management, Master of Science in Management and Degree Programs, as well as Certificate Programs for adults non-tertiary education, in various Hotel, Restaurant, Hospitality, Travel and Tourism specializations.

- Role in the Project: the partner will contribute to developing digital contents related to Tourism in Turkey to be upload in the project website, to be used by adult learners; teachers will be trained in the use of IT tools and web 2.0. during the course organised by the project.

- Need: the availability of new educational approaches thanks to IT tools for teachers, will improve access to basic knowledge about cultural-tourism studies of adult students that would be interested in taking complementary courses for their education in Tourism and at the same time, learning how to use new IT tools for learning.

- Tourism is a key industry for future growth in Turkey, employing 10% of active population and being in the 7th place of world tourism destinations. Therefore, there is a great interest to qualify local population, in the formal but also in non-formal education. Due to the great extension of the country, the use of ICT as a tool for learning will improve access of the general population to general studies, and in particular, those ones that can improve access to employment in Tourism. The project will help to realize the School missions, among others, "to serve the university, the local community and travel and accommodation industry through active participation in various activities".

The school will participate all project activities, contribute to the preparation digital contents and materials for adult learners. It will also contribute to dissemination and exploitation of results in the University community and also at regional and national level through networks of the education community in Turkey.

### C.5.5. PREVIOUS PROJECTS OF PARTNER NO. 5

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

No

Is the organisation's involvement in this partnership application the result of:

Other (OTH)

Other - Please state the source

Our role in the project was mediated via Let's Learn IT, with whom we have cooperated before in European courses.

### C.5.6. COORDINATION TAKE OVER OF PARTNER NO. 5

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure? Replacement coordinators will, if needed, be taken in the order in which they appear in this form.

Yes





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### C.6. PARTNER (PA)

Partner nr

6

#### C.6.1. ORGANISATION

National Agency identification

IE1 LLP-Com-Leo-Gru-SV (LEARGAS)

Organisation full legal name (national language)

Dublin School of English

Organisation full legal name (latin characters)

Dublin School of English

National id (if applicable)

248814

Type of organisation

Adult education provider (EDU-ADLT)

Commercial orientation

For profit (P)

Scope

european (E)

Legal status

private (PR)

Economic sector

P85.59 - Other education n.e.c.

Size (staff)

staff 51 to 250

Size (learners/trainees)

2.001 to 5.000

Legal address

Dollard House, 2-5 Wellington Quay,

Postal code

Dublin 2

City

Dublin

Country

IE - IRELAND

Region

IE02 - Southern and Eastern

Telephone 1

+35316773322

Telephone 2

Fax

+35316795454

Email

admin@dse.ie

Website

www.dse.ie



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### C.6.2. CONTACT PERSON OF PARTNER NO. 6

Title	Mr
First name	Cian
Family name	Crossen
Department	-
Position	General Manager
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+35316773322
Telephone 2	
Mobile	
Fax	+35316795454
Email	cian.crossen@dse.ie



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### C.6.3. LEGAL REPRESENTATIVE OF PARTNER NO. 6

Title	Mr
First name	Cian
Family name	Crossen
Organisation	Dublin School of English
Department	-
Position	General Manager
<input checked="" type="checkbox"/> Same address as the organisation	
Telephone 1	+35316773322
Telephone 2	
Fax	+35316795454
Email	cian.crossen@dse.ie



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### C.6.4. DESCRIPTION OF PARTNER NO. 6

Description of organisation, role in the project and general and specific social context as for example: being in a disadvantaged area, having participants with specific needs (e.g. participants at risk of social exclusion, migrants, refugees).

The Dublin School of English was established and recognised by the Irish Department of Education and Science (ACELS) in 1968. We are one of the oldest and leading English Language Schools in Ireland. We are also founder members of MEI-RELSA Ireland – the Recognised English Language Schools Association. In over 40 years since our establishment, we have acquired tremendous experience in catering for the needs of the English Language market and we offer a wide range of courses to cater for a variety of students' needs. Our students are usually Adults that wish to improve their English as a foreign language, for business or and any other situations where interactive use of English is needed. Course content can be adapted to different needs: General English, Legal English, Engineering/Technical English, Teacher Training. Our role in the project is to learn new IT Tools, exchange our experience in digital skills for language learning of people wishing to enter the tourism workforce, teach the English language as it is used worldwide in the tourism industry. Regarding the activity teaching trainers on new methodologies using IT tools and exchanging of experiences, here, the Dublin School of English has created an own methodology for distance learning called eDSE. It is a virtual classroom on the Internet with a live teacher. The School provides the computer programme, textbook, curriculum and a special timetable. A personal teacher monitors and interacts live with the students in class. This methodology will be shared with other partners who wish to learn about collaborative methodologies in the classroom, using IT tools. On the other side, as teachers we are interested in learning new tools and methods allowed by the web 2.0 technology, during the course created by partner Let's learn IT (Belgium). DSE needs to have professional course content and learner orientated goals incorporated in into its proposed syllabus. EFL organisations who have experience in implementing IT based solutions are ideally positioned to provide this. This project will contribute to the mobility of DSE's trainers and to offer training programmes as well as the experience of developing training activities in other countries and learning from the intercultural dimension. Teachers will have the opportunity to know how other educational organisations are facing the challenges of adult training in the Knowledge Society.

### C.6.5. PREVIOUS PROJECTS OF PARTNER NO. 6

Does the organisation already have experience of participation in the Partnerships action under the current Lifelong Learning Programme or the former Socrates Programme?

No

Is the organisation's involvement in this partnership application the result of:

Other (OTH)

Other - Please state the source

Invitation of the Spanish partner

### C.6.6. COORDINATION TAKE OVER OF PARTNER NO. 6

Does the institution volunteer to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure? Replacement coordinators will, if needed, be taken in the order in which they appear in this form.

Yes

ADD PARTNER

DELETE LAST PARTNER



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## D. PROJECT DESCRIPTION

Please note that this section must be completed jointly by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

### D.1. SUMMARY

Summary of the planned partnership in the communication language of the project. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise.

The challenges of future adult learning, are requiring new approaches that collaborative learning using ICT can provide. Many programmes emphasise the importance of life-long learning and a constant willingness to learn new skills in order to raise an individual's aptitude for employment. However, scarce motivation for learning, school leaving and few opportunities of inclusion in the labour market are barriers that especial disadvantage groups such as young unskilled adults or older people need to face. The use of social networks as a tool for teaching and learning is being tested in some educational contexts with positive results.

In the educational context, Web 2.0 allows defining new roles for the teacher and the student where the teacher manages the knowledge together with the students, provides guidance and helps to learn. The student has an active role, driving his/her own learning, it is more responsible, motivated and collaborative. With this project the partnership made of organizations of Spain, Italy, Belgium, Greece, Turkey and Ireland from different institutions of formal, non formal and informal education have decided to create an international virtual space of learning co-operation, aiming to exchange ideas between trainers and teachers in the Tourism field as being the mayor industry and larger employer for most of the partners, and also in the new technologies applied to education, to help provide adults with access to the information and knowledge society, to increase employment opportunities and therefore reducing risks of social exclusion.

### D.2. RATIONALE

Please describe the motivation for this project and why this project is needed.

The social and economic changes during the last decade and the present demographic challenges and their impacts already felt on the labour market and on the regional economies in Europe, are requiring new and integrated approaches and strategies for education and employment. In adult education, especial efforts are also needed in order to contribute to increase the participation of adult learners in learning activities. To meet these challenges the project is taking account of the advantages that the new technologies are providing to Education and Training. In particular, Group cooperation is nowadays one of the predominant methodologies in the last educational trends and Social Networks are becoming experimental tools for learning. Two significant aspects define the social network when working cooperatively and with an educational purpose:

- The degree of involvement of users-students in the network
- The ability to create closed groups of work.

In the context of adult learning, other advantages help to create the conditions for having a positive result: high degree of involvement of learners in the social network, motivation, organization and systematisation of information, working groups opportunities in various formats (text, audiovisual, hypertext, graphics, ...); easy adaptation to different skill levels of the group, different choices of communication (synchronous and asynchronous); creation of closed groups.

When addressing the needs of low skilled adults or in the older age range, using a social network like Facebook or Word Press, can be a simple but potent working tool. The challenge comes from the smooth coordination of work teams and motivating students to feel part of the group of in an active and fruitful way.

Although applications are becoming easier to use, it is necessary to give students training in terms of digital literacy. The use of the tools provided to us online, with free and accessible platforms, becomes a highly competitive advantage to work collaboratively in the classroom, encouraging motivation and interest of the students for their own learning.

Thanks to advancing technologies, there are many applications to implement ICT in the classroom and encourage collaborative learning. However, success of collaborative learning through social networks needs some conditions: technological resources, potential for interaction between users, similar goals. Moreover, it is also essential to know to teach students to work in teams, which would also be essential in their future careers and in their lifelong learning process. In the area of Tourism studies, ICT may contribute to a change in the traditional model of teaching and learning. In fact, many new jobs opportunities in the travel sector and in providing tourism services are being enhanced by the use of new



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technologies. Concerning training, they also help to create, in the use of school learning, a new model of materials for the teaching process.

The Sonett learning partnership trainers and learners from Spain, Italy, Belgium, Greece, Turkey and Ireland belonging to educational organisations providing formal, non-formal and informal training in Tourism, English as well as IT applied to education, public and private, will work together on topics of common interest and to exchange experiences, practices and methods. The project will contribute to increase adult learners mobilities and to add value to the European Tourism industry, thanks to a better qualification of human resources.

### D.3. PROJECT OBJECTIVES AND STRATEGY

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

The specific objectives of the Project are:

- To help provide adults and especially young people with low skill level, with pathways to improving their ICT competences and knowledge in the field of Tourism and Hospitality (hotel&restaurant). A special review of the situation of migrants and women in this industry will be done in each partner country, as this target represents a significant part of the workforce in hotel&restaurant.
- To create new opportunities for access to the labour market for unskilled adults currently working in the tourism and hospitality industry through new technologies. Usually, restaurants and hotels are destination of unskilled workforce like unqualified young adults and therefore, this industry loses competitiveness and productivity.
- To exchange practical experiences between teachers of different educational organisations formal and informal (Universities, Municipalities' schools, Vocational non-formal schools, Train of trainers) and methods in promoting adult education in learning new technologies, multimedia techniques, Tourism and Languages.

The problems addressed will be: a lack of qualification in the Tourism sector, needing new methodologies and interactive approaches, as well as improving e-learning methods; a low level of participation of adults in the learning activities, especially young adults in countries like Spain, Greece and Turkey that, have in 2010 an average rate of 30% of youth unemployment; need to promote the language learning in adults in the partner countries, in particular English.

The project will be carried out through meetings and the active presence of a project blog in Word Press and other Tools and Platforms, used as a common working space for trainers and learners, in the Tourism Training system, which will include both theoretical and practical components. A first training addressed to trainers will be held, in order to disseminate general understanding and practice of Web 2.0 Tools, the use of Social Networks and in the field of Tourism issues in several relevant aspects such: history and culture in the partner countries, visiting Local enterprises in the tourism industry, Sustainable Development, alternative citizenship education, out of the classroom learning.

Promoting this partnership will bring new air to training adults and will contribute to the best practices on design, implementation and evaluation to enhance existing educational goals for adults in the Tourism sector.

### D.4. RESULTS AND OUTCOMES

Please fill the following table with the expected results, including products if relevant.

No.	Approx. date	Description
1	January 2012	Project Social Website
2	Febr 2012	Course for teachers about ICT as learning tool applied to the Tourism context. A Methodology For ICT in the learning process-Planing Implementation And Evaluation
3	Sept2012 & March 2013	2 Intensive English courses for adult learners of all partners countries at the municipality language School L.A.L.E.O in Santa Severina Italy and Dublin School of English in Ireland, with shared methodology.
4	June 2012	Analysis of the application of IT tools in different European Tourism Schools (formal and non-formal) and a development of digital contents for Tourism and for English as Foreign Language for tourism purposes.

Form hash code B2792FA85A410717

This form has been submitted online on: 2011-02-18 10:52:29. Submission ID: 257450.

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No.	Approx. date	Description
5	Dic 2012	VIRTUAL-WEB reference library available for all participants
6	June 2013	New learning materials and digital contents on Tourism and on English as Foreign Language.
7	June 2013	Website translated in the partner's language, photograph exhibition of all material taken by learners, Evaluation of Cultural&Historical Routes and Sustainable Tourism made by learners and held in the partner countries
8	June 2013	Final report and lessons learnt. Dissemination activities at local and national level and mainstreaming.

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### D.5. EUROPEAN ADDED VALUE

What aspects of the impact and benefits of the Project will result from the specifically European nature of the Project, as distinct from a comparable Project with no transnational dimension?

The expected results for the participants, trainers and learners, involved in the project are both on a general level and on a professional one.

1. On a general level:

- New personal and professional experiences
- New challenges for communication and acquisition of a European perspective
- To foster creativity, digital competences and new educational skills.
- Improve learning and practice of a foreign language

2. On the professional level

- Widening of information sources and network of contacts
- Learning of methods and practices using Social networks
- Experiencing new approaches useful for the young lowskilled, migrants adult learners with special attention to women.
- Deeper understanding and knowledge of weaknesses and strengths of the educational traditional/virtual systems for Adult education.
- Recommendation to local and regional authorities.
- To organize local exhibitions and short workshops for materials promotion and use.
- To enhance non formal and informal learning practices in sustainable tourism.

For the learners it will be a chance to get to know people in other countries working on the theme of their training. The training itself will be enriched, during transnational meetings and by the presence of the transnational partners. They will have experience training through the mean of another language and acquire a European perspective on the subject of their training (English and Tourism contents). They will gain a deeper understanding and knowledge of weaknesses and strengths of their training systems with the aim to reinforce monitoring and evaluation methods by exchanging experiences and knowledge (e.g. Outcome Mapping amongst others).

Active involvement of learners experiencing a mobility abroad creates enthusiasm, which might spread to their families and the local community. Such a broad base and interest in the project may provide good publicity to the participating institutions which in turn will help you to interest other (government) institutions to contribute complementary investments.

### D.6. IMPACT

What impact do you expect partnership activities to have on persons (pupils/learners/trainees and staff) and on the participating institutions?

In the first place, the partnership activities will have an impact in the participants and their institutions, as they are directly connected to the teaching and learning process, as well as the development of materials, syllabus and skills related to the Tourism field and EFL that are contributing to generate knowledge and personal growth in the staff and pupils who



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participate directly.

Secondly, an impact on the qualification of Adults that will have improved their skills and that will have more employment opportunities in the local tourism industry in the partners' countries.

In particular, the following expected impacts can be pointed out:

- More than 50 % of mobilities are assigned to adult learners, of which 50% to women.
- The partnership complements their roles, reinforcing the participation of not formal and informal education institutions together with formal education.
- Exchange of teachers experiences, creating 2 main working groups of key study subjects in the tourism industry (English learning for tourism purposes; Tourism& Hotel) and brings meaningful networking beyond through the development of new relationships.
- The project will bring social awareness about new approaches of Social Networks in Education.
- The final project outputs provide new teaching and learning tools and materials.
- Capitalisation on the benefits from the project experience by improving the professional curricula of teachers, trainers and pupils, using Europass.
- Assessment of possibilities for implementing changes in the partners organisations or with adult learners, colleagues or local community.
- Develop future contacts, networks, collaborations and projects with new colleagues or encourage others to become involved.
- Dissemination and exploitation activities will help to both raise awareness as well as increasing the potential of the implemented activities.





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## E. PROJECT MAIN FOCUS

### E.1. RELEVANCE TOWARDS THE OBJECTIVES OF THE PROGRAMME

Please enter the programme objectives addressed by your project.

- ☒ To improve the quality and accessibility of mobility throughout Europe of people involved in adult education and to increase its volume, so as to support the mobility of at least 7.000 of such individuals per year by 2013 (GRU-OpObj-1)
- ☒ To improve the quality and to increase the volume of co-operation between organisations involved in adult education throughout Europe (GRU-OpObj-2)
- ☒ To assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education (GRU-OpObj-3)
- ☒ To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others (GRU-OpObj-4)
- ☒ To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (GRU-OpObj-5)
- ☒ To improve pedagogical approaches and the management of adult education organisations (GRU-OpObj-6)

Describe the relevance of the project in your context (national and/or regional or other) and in the context of the programme objectives chosen by you.

- (GRUOpObj-1) :The project is planning 80 mobilities within 6 countries where more than 50% are assigned to adult learners. In order to comply with quality of such mobilities , partners will sign a letter of agreement on the European Quality Charter for Mobility.
- (GRU-OpObj-2):Organisations involved belong to public and private educational institutions, and providing different types of training: formal, non formal and informal education. The partnership complements roles in such a way that it will assure complying with the fixed objectives.
- (GRU-OpObj-3)Vulnerable social groups and in marginal social contexts: Spain and Greece are in particular duplicating unemployment rates due to the economical crisis (especially unskilled young people and migrants, and those who have left education without basic qualifications). In order to offer alternative opportunities to access adult education the project will involve adult learners, mainly young unskilled, migrants (10% of population in Spain and with special incidence in hotels and restaurants) with particular attention to women. These targets present more difficulties to access the Information Society, and therefore they are losing employment opportunities.
- (GRU-OpObj-4).The partnership includes organisations representing training demands of the Tourism Industry & IT experts in e-learning belonging to public and private bodies, that will exchange ideas and experiences between each other and also at institutional level in their own country.
- (GRU-OpObj-5). The project approaches the use of new technologies in the learning process, in particular, the social networks as a new tool for learning thanks to the following advantages for adult education: Provide the student with a creative environment with multiple tools and materials (sound, images, videos) that involve the student in his acquisition of knowledge, making an active commitment to each member of the classroom; help contact between students and teacher, allowing carrying out activities together and share ideas; Break the barrier of space and time, is no longer necessary to wait to be physically with any member of the classroom to ask questions or share some knowledge.
- (GRU-OpObj-6): The participating Schools will develop new collaborative training methodologies based on the web 2.0



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### E.2. TOPICS

Please list the main thematic area(s) of your partnership (max. 3) or complete under "other" if it is missing from the list.

New technologies, ICT (TOPIC-25)

Basic skills for adult learners (TOPIC-6)

Intergenerational learning / learning in later life / senior citizens (TOPIC-28)

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-

### E.3. KEY COMPETENCES

Please enter the key competences addressed by your project.

Digital competence (KC4)

Communication in foreign languages (KC2)

Cultural awareness and expression (KC8)

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-



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## E.4. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your project.

- ☒ Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- ☒ Cultural and linguistic diversity (CulDiv)
- ☐ Fight against racism and xenophobia (RacXen)
- ☐ Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- ☒ Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- ☒ Equal opportunities men and women (Equal)
- ☐ Sexual discrimination, orientation (SexDis)
- ☐ Racial or ethnic origin (RacEth)
- ☒ Age (Age)



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## F. PROJECT IMPLEMENTATION

### F.1. DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

All the members of the partnership will have an active role respecting their specificity and areas of expertise. The partners have a range of experiences that guarantee that all the areas are covered and these experiences will also be dealt into the different meetings:

CCT, Spain: Coordinator. It will assure the correct management of the partnership and will exchange experiences in e-learning. The partner wants to increase the number of qualified adults in the Tourism and will contribute to the mobility of adults learners from Spain to other European countries. Municipality of Santa Severina, Italy and DSE, Ireland: English courses for adult learners and cultural programme. Let's Learn IT, Belgium: Will provide digital contents to the "blog", will co-operate in the development of new methodologies based on the ICT, will create a course for trainers on IT TOOLS. TEI, Greece: It will contribute by developing an intercultural programme where learners from all partners countries will share knowledge about History, Culture and Sustainable Tourism activities that are being developed in each country and the dissemination programme of the project results. Canakkale Onsekiz Mart University, Turkey: Will develop educational materials in Tourism, and sustainable development together with other partners. We will introduce social, economical and environmental aspect of sustainability when defining the work programme for learners during 3 days of duration of the mobilities. The partner wants to enhance training and qualification of adults in the Tourism sector, in Turkey, because of being identified as a main potential growing industry. All partners will contribute to the mobility of adults learners and teachers and the exchange of expertise. A glossary of Tourism terms useful for learners will be designed, to be translated by other partners. Each partner is responsible when a meeting is held in its own country both from a logistics and a contents point of view and also involving local partners for the preparation of the meeting: learners, local authorities, teachers/trainers. Also, all partners will work together in the planning of all meetings. The decision to update the programme, to adapt the working methodology and organisational arrangements will be taken after evaluating aspects relating to the cooperation process, working plan and project organisation. All the partners will contribute in the writing both of the interim and the final report.

### F.2. COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions will be organised.

The "blog" will be used as a tool of communication and learning, to enable access to all documents produced by the partnership and discussions. Also, the coordinator will assure that all the partners are always updated concerning the process of the project and that communication is always guaranteed.

Regular work via e-mail and conference call will be carried out and 1 e-mail newsletter every 6 months will be issued and uploaded in the Blog with the news and progress of the project. For other stakeholders, the newsletter will be translated and distributed to all those who might be interested, not only belonging to the partnership, but to other industry organisations and public educational administrations at local/regional level.

Each organisation can devote a part of its website to the progress of the project and can insert materials, photos, meetings reports etc.

At least once a month an open 30' min meeting session will be held to exchange information, positive achievements and drawbacks and possible solutions during the team building process of this proposal.

The Coordinator will submit a timetable for this action trying to gather a consensus from all partners.

All the experience gained from this project will be used to make new cooperation links between countries involved. The website will provide all data compilation and most of the future projects will use information and resources uploaded into the website. Besides, the personal exchanges for participating actively on training experiences will reinforce the working task force group for the near future.

Besides the selected blog, other social networks can also be used to access students who actively use the programme, as well as other popular online tools used in each partners country.



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### F.3. PARTICIPANTS' INVOLVEMENT

If your partnership focuses mainly on pupil/learner/trainee involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how all relevant staff will be actively involved in planning, implementation and evaluation of project activities.

The partnership mainly focuses on management issues i.e. the management of training: the staff will be involved before each meeting in order to tackle relevant issues to be dealt in the meeting.

Moreover, when a meeting is hosted, the staff will be involved in preparation and attendance of the meeting. The staff that the partnership plans to involve is mainly dealing with tourism issues (trainers) but also the so – called "ordinary staff" will be engaged as to enrich the collaboration on the subject.

The learners will be involved when the meetings are taking place: one of the lectures in their courses will be given by one or more partners (and in English) so that they can gain a wider and European perspective.

The involvement of the learners will vary from partner to partner: for example in the Spanish, Greek and Turkish case, new training pathways and training programmes in the Tourism area will be influenced by these results. Each action project has to be reviewed on a yearly basis. This proposal will provide content and experience to enhance planning phase of each of these training projects considering ICT a cornerstone. In order to increase social impact in adult groups, sustainable tourism actions, and social active participation for the promotion of local cultural resources in a more sustainable way, the partners will guarantee mainstreaming of the project in other regional and national institutions related to Education and Tourism.

Each country will contact a Local, regional or national authority to link this proposal with the educational programmes in each country. Formal, informal and no-formal education may be different working lines on each of the countries' participants to secure active involvement and a true social impact.

Partnerships will promote learner active involvement since the beginning, presenting from each country the best practice/ experience and providing a SWOT ( strengths, weakness, opportunities and threats) chart while implementation and evaluation proposals. This will be a starting point for active involvement at Country participant level.

In Italy, there will be a local project group involving teachers of English and for adult education in tourism promotion market programs. They will plan and carry out the visits in all partners countries.



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### F.4. INTEGRATION INTO ONGOING ACTIVITIES

If your partnership focuses mainly on pupil/learner involvement, please explain how the project will be integrated into the curriculum/learning activities of the participating pupil/learner/trainee in each of the participating organisations.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how the project will be integrated into the ongoing activities of the participating organisations.

Identification of Good practices in different countries will provide a working line to follow and to apply for each of the projects / programmes on each partner country.

All materials, techniques, methodologies will be available on the project website. Each country partner depending on their training interests will provide a working line to try some of the educational resources available on the website.

For example, Spain, Greece and Turkey are partners that provide learning in Tourism and Hospitality for a relevant amount of learners yearly (all together for more than 12.000 adults part time yearly ) with new training demands. Additionally, the project results will be communicated to all academic staff to influence their teaching practice and course design. In Italy, the involvement both of learners and staff will be one important part of the development of the project and to develop the local plan for how the municipality of Santa Severina will learn practices for a sustainable tourism programme of local development and access to employment for adults. At the same time, the local language school L.A.L.E.O. will benefit of the expertise of the Dublin School of English in developing materials and the e-learning methodology. DSE will acquire new knowledge about the use of IT tools for teachers and web 2.0. Experience gained in preparing course materials and syllabi can be extended to many other courses.

In Belgium, the partner has ongoing international in-service training experience, and here it will interact as partner knowing other partners realities and creating special IT tools for teachers and collaborative education in the tourism studies. Sustainable Tourism will be a main study subject: partners will give lessons on ST in their countries and the learners will be encouraged to share their ideas and the lessons learnt.

### F.5. EVALUATION

How will you evaluate, during and after the partnership, whether the aims of the partnership have been met and the expected impact has been achieved?

During the first meeting the partnership will decide indicators and main points to be evaluated. We shall conduct a brief baseline survey and needs analysis for each partner organization. This will establish baseline data by which we can measure progress throughout the project and evaluate success at the end.

Each partner will point out a responsible for selecting learners that will take part in the mobilities and preparing the workprogramme for them, considering each country needs , but also, creating a workpackage tackling common needs and objectives that will be shared by all partners. This person will be also responsible of final evaluation.

The key points to be considered among all participants are:

- Relevance (does the project seek to tackle the needs expressed by the partners?)
- Effectiveness (reaching of objectives)
- Effectiveness of meetings
- Impact on the partners organizations per country
- Impact on the individuals belonging to the partnership
- Impact on the adult learners and other target populations per country.
- Impact on the community or on the "external partners" who participated in some of the activities.
- Utility and added value for the task force group.

Great importance will be given to the "lesson learnt", issued emerged, future partnership and transnational collaboration.

- Multiplying effect of the experience on each of countries participant organizations.
- New experiences while planning, monitoring and evaluation proposal related to new technologies and contents suggested by the international task force group.

The best evaluation of this proposal will be that the training experiences implemented through IT tools will be included or presented as a guide for future training courses on each of the partner countries.



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## F.6. DISSEMINATION AND THE USE OF RESULTS

How will you disseminate and use the results, experiences and, where applicable, products of the partnership?

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

Dissemination of results will be carried out by means of:

- During/after each meeting sending out of press releases
- Final brief joint seminar (final meeting)
- Final brief seminar in each of the partner organisations
- Final number of the project newsletter
- Sharing the results with the wider partnership of each organisation involved in the Grundtvig project.

Local communities, where involved, will participate to the final seminars with their experiences of the project and also the adult learners who had been involved in the local meetings and activities.

Each organisation will disseminate the results of the project to its network and brief summary of the results will be prepared for the Managing National Authorities of the Grundtvig Project.

A page devoted to the Grundtvig project will be organised in each organisation's websites.

The partnership can be a platform for planning a future development project in the framework of LLP and other EU initiative.

A small local exhibition to share the results with local authorities will be carry out by each partner to enhance experience impact on local communities and the introduction of the website and its resources available for all interested stakeholders.

The results will be disseminated through all the partners websites (and through the websites of the partnership itself) through the different networks to which the partners belong.





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**G. PARTICIPANTS AND ACTIVITIES****G.1. PARTICIPANTS**

Please enter the details about the number of participants involved (persons taking part in Partnership activities, both local activities and/or mobility) in the partnership in each of the participating organisations.

No.	Participating organisation	Total number of pupils/ learners/trainees A	Number of teachers/ trainers/staff B	Total of participants A + B
1	Región de Murcia Turística, S.A.	16	8	24
2	MUNICIPALITY OF SANTA SEVERINA	7	5	12
3	LET'S LEARN IT	0	8	8
4	Technological Educational Institute of Patras	7	5	12
5	Çanakkale Onsekiz Mart Universitesi	7	5	12
6	Dublin School of English	7	5	12

**G.2. WORK PROGRAMME**

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for the 2-year lifetime of the partnership in a chronological order. The eligibility period of activities starts on 1 August 2011 and ends on 31 July 2013.

Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks. Mobility can be undertaken by staff and pupils/learners/trainees of the participating institutions and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

Please note: if an institution's mobility activities involve staff or pupils/learners/trainees with special needs, or travel to or from the Overseas Countries and Territories, its mobility activities during the partnership period may be reduced by up to 50% of the minimum mobility number for the grant amount in question, in order to take into account the higher costs involved. This reduction must be requested by the institution either before the signature of the grant agreement or during the grant agreement period and approved by the National Agency.

No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
1	Kick-off meeting: Teachers involvement. General overview of the project and timetable of activities. Sharing experience on main tourism issues to be tackled in the training activities. Structure of the project blog in Word Press and Facebook.	ES - SPAIN	17/10/2011	All partners: RMT (ES), Let's learn IT (BE), Municipality S. Severina (IT), TEI (GR), Çanakkale (TR), DSE (IE)	-





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No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
2	Activities at Local Level: involvement of local staff and selecting participating learners in each country, according to the main needs of the local area. Opening of "Sonett Blog" in Word Press. Uploading of 1st semester 2012 activities.		01/11/2011	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (GR), Çanakkale (TR) DSE (IE)	-
3	Second meeting: Course for trainers at Let's learn IT on the use of IT tools and web 2.0 as a collaborative methodology in the classroom and / or e-learning. Needs of special risk of exclusion groups to be tackled. Sharing previous experiences.	BE - BELGIUM	01/02/2012	RMT (ES), Let's learn IT (BE), Municipality S. Severina (IT), TEI (GR), Çanakkale (TR), DSE (IE)	-
4	Activities at local level: Analysis of current methodologies using IT tools and web 2.0, collaborative learning, in different European Tourism Schools and English as Foreign Language.		01/03/2012	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR)	-
5	Third meeting: Teacher and Learners mobility-1st cultural&historical study route for learners. Collection of material and information for report on tourism sustainability in Greece. Evaluation. Practical lessons about internet tools.	EL - GREECE	01/05/2012	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), DSE (IE)	-
6	Activities at local level: teachers to share experience and best practices; learners to create contents and uploads in the project blog. Cultural Visits to prepare digital contents. First e-newsletter bulletin collecting the first semester activities.		01/07/2012	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), , DSE (IE)	-
7	Fourth meeting: Teacher and Learners mobility-2nd cultural&historical study route for learners. Collection of material and information for report on tourism and culture in Santa Severina. Evaluation. English course for learners at LALEO local lang.sch	IT - ITALY	15/09/2012	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), , DSE (IE)	-
8	Activities at local level: Implementation of a course using web 2.0 available for the projects. Discussion groups. Creation of working groups in each School. Evaluation by teachers. Second e-news bulletin (2nd semester activities)		01/12/2012	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), , DSE (IE)	-
9	Fifth meeting: Teacher and Learners mobility-3rd cultural&historical study route for learners. Collection of material and information for report on sust.tourism&culture in Dublin. Evaluation. English course for learners at DSE with new collab. method	IE - IRELAND	01/03/2013	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), , DSE (IE)	-
10	Final meeting & Teachers and learners mobility-4th cultural&historical study route for learners in Turkey. Collection of material and information for report on tourism sustainability. Evaluation. General review of project activities accomplished.	TR - TURKEY	01/05/2013	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), , DSE (IE)	-

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No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
11	Final activities at local level (dissemination of results and conferences/seminars. Project final reports and evaluations.		01/07/2013	All partners: RMT (ES), Let's learn IT (BE), Municipality S.Severina (IT), TEI (EL), Çanakkale (TR), , DSE (IE)	-

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### H. REQUESTED EU FUNDING

#### Funding requested and estimated number of persons participating in mobility (per participating organisation)

For each of the participating organisations, please select the "Partnership type" that best corresponds to your partnership work plan for the whole 2 year duration. Please note that each type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of planned pupil/learner/trainee and staff mobility into the table. The grant amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Please note: if an institution's mobility activities involve staff or pupils/learners/trainees with special needs, or travel to or from the Overseas Countries and Territories, its mobility activities during the partnership period may be reduced by up to 50% of the minimum mobility number for the grant amount in question, in order to take into account the higher costs involved. This reduction must be requested by the institution either before the signature of the grant agreement or during the grant agreement period and approved by the National Agency.

No.	Participating organisation	National Agency of the organisation	Partnership type	No. of planned outgoing mobilities (pupils/learners/trainees)	No. of planned outgoing mobilities (staff - including accompanying persons)	Total no. of planned outgoing mobilities	Grant amount requested (€)
1	Región de Murcia Turística, S.A.	ES1 LLP (OAPEE)	GRU-24M	16	8	24	20 000.00 €
2	MUNICIPALITY OF SANTA SEVERINA	IT2 LLP-Com-Era	GRU-12M	7	5	12	20 000.00 €
3	LET'S LEARN IT	BE3 LLP (EPOS)	GRU-8M	0	8	8	11 000.00 €
4	Technological Educational Institute of Patras	GR1 LLP (IKY)	GRU-12M	7	5	12	16 000.00 €
5	Çanakkale Onsekiz Mart Üniversitesi	TR1 LLP (CEUEY)	GRU-12M	7	5	12	16 500.00 €
6	Dublin School of English	IE1 LLP-Com-Lec	GRU-12M	7	5	12	18 000.00 €



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### I. CHECKLIST

**Before sending in your application form to the National Agency, please make sure that it fulfils the requirements listed below.**

- ☐ The application form fulfils all the eligibility criteria for this activity as set out in the Call for Proposals.
- ☐ The application form fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- ☐ The form has been completed jointly by the whole partnership and all partners have received a copy.
- ☐ All relevant fields in the form have been completed in full.
- ☐ The Work Programme contains planned mobility activities of each institution in the partnership and the requested EU funding table contains grant requests in euro for each partner.
- ☐ The form has been completed using the communication language of the partnership (this must be one of the official languages of the EU).
- ☐ At least one participating organisation is located in a Member State of the European Union at the starting date of the partnership.
- ☐ Each participating organisation has checked with the National Agency in its country that it is eligible to participate in a Comenius/Leonardo/Grundtvig Partnership.
- ☐ The copy submitted to each National Agency bears the original signature of the person authorised to enter into legally binding commitments on behalf of the applicant organisation concerned (or a person duly authorised by the legal representative) as well as the original stamp of this institution (if applicable).
- ☐ Each participating organisation has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.
- ☐ Each participating organisation has checked with its National Agency whether there are any national eligibility criteria and/or national priorities and whether the National Agency requires any additional information to be submitted in support of the application.

Please note: It is strongly recommended to indicate in the partnership application which of the partners volunteer to act as replacement coordinators, should the original coordinator be rejected in the selection procedure. Please tick the relevant box for each partner who wishes to volunteer - if needed, replacement coordinators will be taken in the order they appear in the form. Please indicate as many replacement coordinators as possible.



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## J. DATA PROTECTION NOTICE

### PROTECTION OF PERSONAL DATA

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate Agency to which the form must be submitted. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at anytime.

<http://www.edps.europa.eu/>

## K. DECLARATION OF HONOUR

**To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.**

**I, the undersigned,**

Request from my National Agency a grant for my organisation as set out in section BUDGET of this application form.

**Declare that:**

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely: It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

**Certify that:**

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 96(1) of the Financial Regulation (Council Regulation 1605/2002 of 25/06/02, as amended).

**Acknowledge that:**

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

**I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.**

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### L. SIGNATURE

#### SIGNATURE

I, the undersigned, certify that the information contained in this Application Form is correct to the best of my knowledge.

Institution (Full legal name):

\_\_\_\_\_

Place:

\_\_\_\_\_

Date:

\_\_\_\_\_

Name:

\_\_\_\_\_

Position:

\_\_\_\_\_

Name of the applicant organisation:

\_\_\_\_\_

Signature:

\_\_\_\_\_

National ID number of the signing person (if requested by the NA):

\_\_\_\_\_

Stamp (if applicable):



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### M. SUBMISSION

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

#### M.1. DATA VALIDATION

Validation of compulsory fields and rules

#### M.2. SUBMISSION SUMMARY

This table provides additional information (log) of all form submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Event	Form hash code	Status
1	2011-02-18 10:52:29	Online submission	B2792FA85A410717	OK (257450)

#### M.3. STANDARD SUBMISSION PROCEDURE

Online submission (requires internet connection)

Submission status

OK

Submission ID

257450

Submission Local Date (Brussels)

2011-02-18 10:52:29

Hash code

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This is a confirmation that you have successfully submitted your form. Now, you should print, sign and send the form to your National Agency. Please save the form for future reference.

Please also note that only an electronically submitted form should be printed, signed and sent to your NA.

#### M.4. ALTERNATIVE SUBMISSION PROCEDURE

Creates a file to be sent by email to the National Agency

(To be used ONLY if online submission is not available. Please see instructions about this procedure in the "Applicant Guide")

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